

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wootton Wawen Church of England Voluntary Controlled Primary School

Alcester Road, Wootton Wawen, Henley-in-Arden B95 6AY

Current SIAMS inspection grade	Outstanding
Diocese	Coventry
Previous SIAMS inspection grade	Good
Local authority	Warwickshire
Date of inspection	25 May 2017
Date of last inspection	July 2012
Type of school and unique reference number	VC Primary 125652
Headteacher	Marion Jones
Inspector's name and number	Mark Cooper 425

School context

Wootton Wawen Primary School has 142 pupils drawn from a wide, mainly rural catchment area. Pupils with special educational needs or entitled to free school meals are below the national average. Overall absence and persistent absence is below the national average. Since the last inspection the school has been awarded the religious education (RE) Silver Quality Mark. There has also been a change in the headteacher and the incumbent. The school had a short Ofsted inspection in October 2016 which judged the school as good.

The distinctiveness and effectiveness of Wootton Wawen as a Church of England school are outstanding

- The headteacher's outstanding leadership ensures that the school's vision promotes strong Christian principles and values.
- The harmonious learning environment in this church school ensures pupils' academic achievement and personal wellbeing are celebrated and promoted.
- Pupils' outstanding behaviour reflects the Christian virtues of care and consideration that results in supportive friendships and positive relationships with teachers.
- The positive impact worship is having on pupils develops their spiritual awareness and understanding in this church school.

Areas to improve

- Re-evaluate the current procedures for monitoring and evaluating the school as a Church of England school so that they become refined and specific.
- Explore other ways in which pupils can continue to develop their spiritual awareness through the school's peace garden, stilling and mindfulness.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

There is a strong sense of togetherness and cooperation amongst pupils and staff that ensures the school's motto, 'an exciting place to learn', is realised. The headteacher and teaching staff are resolute in ensuring that all students strive to meet their God-given potential. This is having a positive impact on pupils' academic achievements which are excellent and their personal wellbeing. Pupils learning experiences are excellent. They comment on how they enjoy coming to school, the variety of experiences they have and how they are stretched and challenged in their learning. This school is a very caring school where the wellbeing of its pupils is at the forefront of its thinking. An example of this can be seen by the setting up of wrap around care for pupils through the before and after school club. In addition, Year 5 pupils are buddies to younger members of the school and Year 6 are playground leaders. All this is clearly driven by the school's Christian principles and values that permeate throughout. Teachers and parents confirmed this. The relationship that pupils have with each other and their teachers is excellent. The result is a harmonious and calm atmosphere in school. Pupils, teachers and parents all comment that the school is like a 'second family'. Behaviour is outstanding and this is confirmed by the comments made in the recent Ofsted report of November 2016. Pupils know that good behaviour is important in school and relate this to the teaching of Jesus, 'to treat others as you would want to be treated.' Bullying is minimal and pupils comment any incidents are dealt with quickly. As a result, pupils feel safe and secure in school. Through eCadets and the 'Taking Care Project' that promotes protective behaviours, the school is proactive in empowering pupils with the knowledge and means to stay safe. The school is clear and systematic in the way it promotes Christian values. It uses 'Values for Life' in which a different Christian value is promoted each term. Pupils have a clear understanding of these and how they impact on their daily lives and thinking. For example, Key Stage 1 pupils talk about how trust helped them to rely on each other. Key Stage 2 pupils talk about the value of peace and how Jesus is the bringer of peace into the world. They relate this to current wars in the world today and how peace is important to bring them to an end. Pupils' understanding of the centrality of Jesus for Christians is excellent. They talk about how Jesus is the 'light of the world' and that you can learn from him if you follow in his footsteps. Others said that by following Jesus they could become a better person and know how to treat others. One felt that Jesus' life was inspiring and that his teachings helped them to make right decisions. Pupils' understanding of the importance of charity and looking after others less fortunate than themselves is excellent. Pupils talk about raising money for Children in Need, Comic Relief and MacMillan cancer. They relate such activities to Jesus' healings and helping the poor and needy. Pupils' understanding of other faiths and living in a diverse society is good. Their understanding of this is promoted through the teaching of RE. Pupils talk in some detail about Islam. In particular they felt that the recent visit to the mosque as part of RE week had helped them to see Muslims as a peaceful people. They talk about how respecting those with different beliefs is important believing that Jesus would have done the same. Pupils' understanding of diversity is being explored through the 'Global Learning Project' and they are recognising that they belong to a wider global community. Spiritual, moral, social and cultural development is well mapped and promoted across the school. It is seen particularly through the school's SMART (safe, manners, attitude, respect and teamwork) rules and the teaching of RE. Pupils talk about the profiles they had done on famous Christians. One recalled the inspirational life of Nelson Mandela and his own thoughts about apartheid saying, 'Jesus would have been annoyed. We are all human beings together and must learn to live in harmony.' RE makes a very strong contribution to the school's Christian character through its teaching of the life of Jesus, Christian festivals and pupils understanding of Christian values. The school's peace garden enhances pupils' spirituality by providing them a quiet, reflective area in natural surroundings. The school is mindful of exploring other ways to develop pupils' personal spirituality.

The impact of collective worship on the school community is outstanding

High quality and inspirational collective worship is well-planned and resourced using 'Values for Life'. Pupils have a variety of ways to experience worship consisting of whole school and class worship. This is often based on a Christian value. Pupils could therefore relate the Anglican tradition, such as celebrating Ascension Day as an important event in the life of Jesus. Pupils are fully engaged and respectful throughout. They clearly enjoyed their worship experience and the opportunity to contribute through question and answer, singing and prayer. Worship helps pupils to develop their understanding of Christian values and how they can be applied in school and within their own lives. This has a positive impact on behaviour, attitudes and relationships across the school. Pupils value worship and prayer recognising them as an important part of school life. Key Stage 1 pupils like the morning, lunch and end of school prayers. Year 6 pupils felt that prayer had helped them through their recent tests keeping them calm knowing that God was with them. Key Stage 2 pupils talked about how prayer helped them to connect with God and communicate with Him. One commented that prayer help them to think that the world was not that bad despite tragic events that might occur. This is enhanced through the use of a reflection journal giving pupils the opportunity to write down their own thoughts and feelings. Pupils who are worship leaders like this responsibility. Others commented that they would also like the responsibility to lead worship, which the school acknowledges as an area for development. Reflection areas in classrooms are used effectively. In particular Reception pupils are

encouraged to use reflection stones to pray for members of the school, family and friends. Pupil understanding of the Trinity is very good. This is strengthened through the lighting of three candles during worship. They understand that God is three persons in one. Their understanding of the Trinity is supported through the teaching in RE. Some Key Stage 2 pupils related the parable of the good shepherd to the fatherhood of God and how He looks after us all. Another talked about the Holy Spirit living inside us. Pupils are particularly strong on their understanding of the centrality of Jesus in worship and some talked about his dying on the cross for sin. Their understanding of the symbolic importance of the bread and wine in Anglican worship is very good. Key Stage 2 pupils have a very good understanding of the Anglican seasons. They clearly know the importance of Pentecost, Lent, Easter, Advent and Christmas and their associated colours. Relationship between the school and St Peter's Church is strong. The incumbent is a regular visitor to the school and will lead worship. Pupils like him and find him helpful and approachable. The church is also involved through 'Open the Book'. Pupils really enjoy this interactive way of exploring stories from the Bible. The church has recently introduced the 'Easter Experience' in which pupils explore the last week of Jesus' life in church. This has clearly deepened pupils' theological understanding of Easter and has allowed them to ask and explore questions related to it. The foundation governor is actively involved in school monitoring worship alongside the RE lead teacher and headteacher. This is done through observation and talking to pupils. The headteacher also monitors the effectiveness of class worship.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher has a clear vision for the school as a Church of England school. This vision provides children with the challenge and support they need to become exceptional individuals with the skills and confidence to embrace future opportunities and challenges. All this is done within a caring supportive environment that is underpinned by Christian values. The headteacher leads by example and is highly respected by her teaching staff, pupils, parents and governors. She gives support and encouragement to her teaching staff so that they can fulfil their role effectively and take on leadership responsibilities. She values all who work in her school and respects their professional judgement. As one teacher said, 'you do things in this school because you want to, not because you are told to.' There is a great sense of teamwork and camaraderie across the school. Teachers are very supportive of one another. This is a positive role model for pupils who in turn are cooperative and helpful towards each other. Pupils talk about their teachers being helpful, kind and patient. One teacher commented that staff and pupils have been particularly supportive of her both practically and in prayer during a time of difficulty. This clearly illustrates the Christian principles of the school in being supportive, caring and compassionate. In addition this impacts very positively on pupils' academic achievement and personal wellbeing. The school is positive in empowering pupils to develop their leadership skills through being buddies, playground leaders and worship leaders. Their opinion is valued and listened to. There is a proactive parent, teacher association and they work closely with the school to raise funds for future school projects. Parents appreciate the headteacher's 'open door' policy if they should have any concerns. Parents interviewed during the inspection liked the school because of its family feel and nurturing atmosphere in which their children could 'thrive.' They particularly like the values based Bible principles and felt these impacted positively on their children. The headteacher, governors and incumbent work harmoniously together. There is a shared purpose and vision amongst them for the school. All are passionate on wanting the best for the pupils in their care. The foundation governor alongside the RE leader and headteacher monitors the effectiveness of the school as a church school. A church school focus is included within the schools learning improvement plan. This ensures that the Christian distinctiveness remains an important element of school improvement. The foundation governor has been supported by the diocese in her role. The RE lead is encouraged in her leadership role and has undertaken the 'Understanding Christianity' course. This is to be built into the RE curriculum to deepen pupils theological understanding of the Christian faith. The quality of RE and its leadership has been nationally recognised through acquiring the REQM Silver Award. The school's learning improvement plan makes a priority to develop distributed leadership to ensure that the school remains effective as a church school. All areas of development from the last inspection have been met and next steps identified. This includes refining the monitoring and evaluation of the school as a church school to ensure it maintains its excellent distinctiveness and effectiveness.

SIAMS report May 2017 Wootton Wawen CE VC Primary School, Wootton Wawen B95 6AY